DOCUMENT RESUME

ED 428 443 EA 029 703

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TITLE	Levels of Openness and Trust: Do Principals "Walk the Talk"?
PUB DATE	1999-02-00
NOTE	24p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, NC, February 1999).
PUB TYPE	Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Administrator Attitudes; Administrator Evaluation; Elementary Secondary Education; Influences; *Principals; *Teacher Administrator Relationship; *Teacher Attitudes; *Trust (Psychology)
IDENTIFIERS	Gender Issues

ABSTRACT

This paper investigates the levels of openness and trust that exist between teachers and their principals and whether gender has any effect on levels of openness and trust. For the study, 116 graduate students (98 female, 18 male) in a leadership-preparation program in Georgia were asked to respond to a 5-point Likert scale regarding their principal's expectations on 30 behaviors associated with openness and trust. The results indicate an overall lack of trust between principals and teachers. Furthermore, teachers did not perceive an overall openness between principals and teachers. Even so, teachers tended to disagree on the presence of behaviors associated with the telling and listening dimensions of the openness construct, and there was agreement on teachers sharing positive thoughts with the principal and on teachers accepting the principal's comments and reactions. However, the character dimension scored the lowest of the five dimensions in the trust construct, and this, coupled with the low scores on the listening and telling dimensions, could lead to a situation where both teachers and principals are unaware of what each really thinks about what is happening in the school. These levels of openness and trust could be a result of teachers and administrators receiving no training in this area. (RJM)

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ED 428 443

LEVELS OF OPENNESS AND TRUST: DO PRINCIPALS "WALK THE TALK"?

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Paper presented at the Eastern Educational Research Association conference at Hilton Head, NC on 2-22-1999

EA 029703

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INVESTIGATING LEVELS OF OPENNESS AND TRUST BETWEEN PRINCIPALS AND THEIR TEACHERS

Introduction

Garmston (1998) suggested that sometimes groups have characteristics that make them so dysfunctional that attempting to train them without improving some fundamental qualities is futile. Qualities that can make a group dysfunctional according to Garmston are the following: ineffective communication patterns, limited trust and respect for the leader, and feelings of not being listened to by the leader. Garmston identifies a leadership problem that has been identified by a number of other writers and researchers. According to Sass (1989), interpersonal communication skills, human relations, and leadership are the most important skills for educational leaders. Harrill (1990), Harrison (1993), Hutchison, (1988), Jolly (1995), and Rouss (1992) all support the premise that human relations and interpersonal skills are competencies needed for effective leadership. Bulach (1998) concluded, based on his assessment of the leadership skills of 51aspiring school leaders, that over 50% have weaknesses in the human relations area. Similar findings were reported by Kramer (1993) in his meta-analysis in 35 studies of school site leader behaviors. Sergiovanni (1998) in discussing school climate and culture also stresses the importance of human relations.

Bulach, Boothe, and Pickett (1998) surveyed 375 teachers to find out those behaviors their principals practiced that they identified as mistakes. They identified 14 categories of mistakes or harmful behaviors of principals. Mistakes in human relations and interpersonal communications were the most frequently reported. Specific behaviors in the human relations area were a lack of trust and an uncaring attitude. The most frequently occurring behavior in the area of interpersonal communications was failure to listen.

The literature is replete with opinions and some research that human relations are a crucial area for effective leadership. While there are no definitions of human relations, the words trust, communications, and listening skills are reoccurring themes. It seems logical that trust would be at the heart of human relations. In a marriage, which should epitomize successful human relations, trust is essential. Closely related to trust is a construct called openness. A person who trusts is open, and risks being hurt by the person they trust.

A number of organizational theorists talk about the importance of the openness and trust constructs for effective leadership. For example, Kaiser (1992) stated that leaders have to operate in an atmosphere of openness, honesty, and trust. Saxl, Miles, and Lieberman (1989) stated that building trust is the most important skill leaders need to improve organizations. McGarry (1991) stated that communication and trust are essential if educational services are to be improved. Finally, In summary, there is overwhelming support for the importance of human relations and more specifically the constructs of openness and trust for effective leadership. However, most of this support is based on opinion and logic and is not supported by data or research. If openness and

trust are so important for effective leadership, to what extent do these constructs exist between leaders and their subordinates?

Purpose of this Research

The purpose of this research was to investigate the levels of openness and trust that exist between teachers and their principal. A secondary purpose was to see if the gender of the teacher or principal had any effect on levels of openness and trust.

Definitions:

Trust = an interpersonal condition that exists when interpersonal relationships are characterized by an assured reliance or confident dependence on the character, ability, truthfulness, confidentiality and predictability of others in the group (Bulach, 1993).

Openness = is an interpersonal condition that exists between people when: (1) facts, ideas, values, beliefs, and feelings are readily transmitted; and (2) the recipient of a transmission is willing to listen to that transmission (Bulach, 1993).

Gender = male or female.

Hypotheses:

#1
Overall levels of trust between principals and teachers are present.

#2
Overall levels of openness between principals and teachers are present.

#3
The telling and listening dimensions of openness are present.

#4
The character dimension of trust is present.

#5
The ability and truthfulness dimensions of trust are present.

#6
The predictability and confidentiality dimensions of trust are present.

#7
There is a difference in expected and reported behaviors for levels of openness and trust.

#8
There is no difference in expected and reported behaviors for levels of openness and trust for male vs female principals.

#9
There is no difference in expected and reported behaviors for levels of openness and trust for male vs female teachers.

Methodology

One hundred and sixteen graduate students (98 female and 18 male) in the leadership preparation program at the University of West Georgia were involved in this study. They reported their perceptions of the levels of openness and trust that existed between themselves and their principals. The principal data pool consisted of 45 males and 71 females.

The Group Openness and Trust Scale (GOTY) used in this study was developed by Bulach (1974) and later revised in 1993 and in 1998. It consists of 60 items. The instrument can be used to measure levels of group openness and trust or levels of openness and trust between a leader and his/her subordinates. Thirty items measure the extent to which teachers believe that the principal expects them to be open and trusting. The next thirty items are the same except they ask the teacher to report what they do on these behaviors. The two behaviors (expected and reported) are combined for an average score. It is believed that teachers don't always do what is expected nor do they do what they report they do. For each behavior, teachers responded to a 5-point Likert scale ranging from completely disagree to completely agree. Four of the items are negative and must be reverse scored (see Appendix A). The instrument has construct validity and reliability using the Cronbach alpha is a +.93. The openness construct has two dimensions measured by 12 behaviors. The trust construct has five dimensions measured by 18 behaviors.

PROCEDURES

One hundred and sixteen students in graduate classes in the Department of Educational Leadership and Foundations at the State University of West Georgia were asked to evaluate their principal's level of openness and trust. They were asked to respond to a five-point Likert scale ranging from completely disagree to completely agree regarding their principal's expectations on the 30 behaviors associated with openness and trust. Then they were asked to respond to the same behaviors in terms of what they actually did on those behaviors. The use of both responses: the one regarding expectations and the one reporting actual behavior were judged to come closest to determining the level of openness and trust that exists between a teacher and the principal.

ANALYSIS

Descriptive statistics were used to report the data. A t-test for correlated groups was used to determine if there was a significant difference between "expected" behaviors and "actual" behaviors. A t-test analysis for independent groups was used to determine if there were differences in openness and trust levels for male versus female principals and male versus female teachers.

Results

The average score for the overall levels of trust between principals and teachers was 3.74. Agreement that trust was present would have resulted in scores that were 4.0 or higher. Consequently, hypothesis #1 which stated that the overall levels of trust between principals and teachers would be present was rejected..

The average score for the overall levels of openness between principals and teachers at 3.03 was even lower. Disagreement that openness was present would have resulted in a score of 2.0. A score of 3.0 indicates that a number of teachers disagreed that openness was present. Consequently, hypothesis #2 which stated that the overall levels of openness between principals and teachers would be present was rejected..

The openness construct has two dimensions–a telling and a listening one. The score on the telling dimension was 2.96 and the score on the listening dimension was 3.09. Both scores indicate disagreement that openness was present on both dimensions. Consequently, hypothesis #3 that the telling and listening dimension of openness would be present was also rejected (see Appendix B and C).

The trust construct has five dimensions. The first dimension to be tested was the character dimension. The overall score was 3.46 indicating some disagreement that this dimension was present. Consequently, hypothesis #4 that the character dimension of trust would be present was rejected (see Appendix B and C). Appendix A contains the score for each of the behaviors grouped by dimension. This helps identify those behaviors that cause a low or high score for each dimension. Appendix B is a graphical illustration of each dimension.

The overall score for the truthfulness dimension was 3.99 and 3.96 for the ability dimension indicating some agreement that these dimensions were present. If both scores were rounded up, the score would be 4.0 which is an agree response that the behaviors associated with these dimensions were present. Consequently, hypothesis #5 that the truthfulness and ability dimensions of trust would be present was accepted (see Appendix B and C).

The overall score for the predictability dimension was 3.67 and 3.73 for the confidentiality dimension indicating some disagreement that these dimensions were present. Consequently, hypothesis #6 that the predictability and confidentiality dimensions of trust would be present was

rejected (see Appendix B and C).

The GOTS measures teacher perceptions of behaviors that the principal expects and behaviors that are reported as actual behaviors toward the principal. A t-test to determine if there was a significant difference in these behaviors yielded significant t's on the following openness and trust dimensions: (see Table 1)

- listening = t-score of 1.99 ($p < .05$)
- character = t-score of 3.16 ($p < .002$)
- truthfulness = t-score of 5.06 ($p < .000$)
- ability = t-score of 4.66 ($p < .000$)
- predictability = t-score of 4.23 ($p < .000$)

- - - insert Table 1 here - - -

The Bonferoni technique was used to correct for errors associated with the use of multiple t-s resulting in the alpha level for listening to be ($p > .05$). Consequently, hypothesis #7 that there would be a difference in expected and reported behaviors for the various dimensions of openness and trust was only accepted for the dimensions of character, truthfulness, ability, and predictability and rejected for the following dimensions, listening, telling, and confidentiality.

The t-test to determine if there was a difference in expected and reported behaviors for levels of openness and trust for male vs female principals yielded a significant t-score (2.72) for expected behavior for ability (see Table 2). However, when it was adjusted for errors associated with multiple t's ($14 \times .007 = .09$) it was no longer significant. There were no significant differences on any of the other thirteen comparisons of expected versus reported behaviors. Consequently, hypotheses # 8 that there would be no difference in expected and reported behaviors for levels of openness and trust for male vs female principals was accepted.

- - - insert Table 2 here - - -

The t-test to determine if there was a difference in expected and reported behaviors for levels of openness and trust for male vs female teachers did not produce any significant t-scores (see Table 3). Consequently, hypothesis #9 that there would be no difference in expected and reported behaviors for levels of openness and trust for male vs female teachers was accepted.

- - - insert Table 3 here - - -

Discussion

While the average score for trust did not reach 4.0 for an agree response, there was some agreement on the truthfulness and the ability dimensions. However, on closer analysis, it appears that the average score on these two dimensions is somewhat distorted by the higher expectations principals have on these two dimensions. For example, teachers reported that principals expect

teachers to "believe what they hear principals say" for a score of 4.13. However, when teachers reported what they do on this behavior they expressed some disagreement with this behavior with a score of 3.56. A similar pattern was found for the other three behaviors that comprise this dimension of trust. Consequently, on closer examination it appears that teachers are unwilling to trust as much on these dimensions as their principal would like.

The level of openness is much worse than the level of trust. While the average trust level is 3.74, it is only 3.03 for openness. The openness behavior " The principal expects me to tell him what I think of the way s/he does things" had a score of 2.67 which means that they don't expect teachers to be open on this behavior. Teachers also reported with a score of 2.57 that they are not open and meet the principal's expectation on this behavior. Another behavior with a low score (2.60) was "The principal expects me to disagree if I don't agree with what is being said or done." Similar scores, indicating a lack of openness, were found for the other behaviors on both the telling and listening dimensions of openness.

The low scores on the openness construct play a major role in overcoming the low trust scores. The correlation between openness and trust in this study was +.56 ($p < .001$). In other studies, using the same instrumentation, correlations have approached +.70. This finding verifies the opinion of Kouzes and Posner (1993) that openness is required for trust to develop. They go on to say that "Building trust begins by building a personal relationship through listening" (p.100). If principals are going to improve levels of trust, they are going to have to work on levels of openness. However, the question of which is more important can not be answered. Openness and trust are closely intertwined. Teachers will not be open with someone they do not trust, nor will they trust someone whom they perceive is not open.

While teachers tended to disagree on the presence of the behaviors associated with the telling and listening dimensions of the openness construct, there was agreement on two of the behaviors. The behavior in the telling dimension "Teachers share positive thoughts with the principal instead of keeping it to themselves" had a score of 3.85, indicating modest agreement that this behavior occurred. The behavior in the listening dimension "Teachers accept the principal's comments and reactions" had a score of 3.9. All the other scores in the listening dimension indicate that teachers don't often ask for feedback from their principal. In the telling dimension the scores indicate they don't often give their principal feedback unless it is positive. This could lead to a false sense of performance, where people think they are doing alright when in reality, both the principal and the teachers could be dissatisfied with each other's performance.

The character dimension with a score of 3.46 was the lowest of the five dimensions in the trust construct. Scores of 3.1 and 3.2 respectively on the behaviors "Teachers control their reactions and feeling to what the principal does and or says," and "Teachers keep their distance from the principal" would indicate that principals frequently do not know what their teachers are thinking or feeling. This coupled with the low scores on the listening and telling dimensions could lead to a situation where both teachers and principals are in the dark regarding what each <u>really</u>

thinks about what is happening in the school setting.

The ability and truthfulness dimensions with scores of 3.96 and 3.99 offer some hope that trust can be developed between teachers and their principal. Scores this high indicate that a number of teachers had an agree or completely agree response on the eight behaviors that make up these two trust dimensions. However, the score for expected behavior was higher in every instance than it was for reported behavior. The widest spread in scores was for the behavior "The principal expects me to have faith in his ability" with a score of 4.2 versus the reported behavior of what teachers "say they do on this behavior" with a score of 3.68. This indicates that a number of teachers have faith in their principal's ability, but not as many as the principal expects.

There were some positive behaviors in the confidentiality and predictability dimensions of the trust construct. Teachers with scores of 4.0 and 3.95 respectively admit their mistakes and or problems when necessary and they believe that their principal will respond favorably when their welfare is at stake. Behaviors that show a lack of trust deal with the gossip or rumor mill. Teachers reported that they don't always deal directly with the principal when there is a problem---the predictability dimension. This occurs when there is some doubt regarding how the principal will respond to the problem. Consequently, the problem gets discussed in the gossip or rumor mill---the confidentiality dimension.

The difference in expected and reported behaviors occurred in every openness and trust dimension---see Appendix C. Teachers consistently said that they were less open and trusting on all behaviors except for two of them: 1) on the behavior "Teachers ask the principal about his/her feelings" the reported behavior score was 2.71 and the expected score was 2.62; and 2) on the behavior "Teachers openly disagree with the principal when they do not agree with what is being said or done" the reported score was also 2.71 and the expected score was 2.60. Teachers agreed with scores above 4.0 that their principal expected openness or trust on eight of the 30 behaviors. Teachers, on the other hand agreed with scores of above 4.0 on only one of the 30 behaviors. The behavior with the highest expected behavior score (4.33) was "The principal expects teachers to believe that s/he is honest." This also happened to be the only one, with a score of 4.02, where the teachers reported agreement that they practiced that behavior.

This finding that teachers are less willing to be open and trusting with their principal differs from openness and trust data gathered on 40 schools in Georgia and 37 schools in Kentucky. In that data, teachers invariably reported that they were more willing to be open than was expected. The data from these schools are a measure of openness and trust levels within the group, whereas the data in this study are a measure of openness and trust levels between the principal and the teachers. Apparently, teachers are more willing to be open and trusting with their colleagues than they are with their principal. Of the 77 schools on which levels of group openness and group trust and other school climate data were collected, only three schools had teachers who agreed that group openness and trust existed. The finding that teachers do not trust

their principal is disturbing, but it is even more disturbing to know that teachers, in most schools, do not trust each other.

The data regarding the sex of the principal and the teachers was somewhat of a surprise. It was anticipated that females would be more trusting than males, but that was not the case. Perhaps it is a good sign that there is no difference. Only one of the dimensions came close to being statistically significant. That dimension was "expected ability." Female principals with a score of 17.0 expected teachers to trust their ability more than male principals with a score of 15.8. Since there are four behaviors in this category, each behavior received an average agree response of 4 or higher. One possible explanation for this is that more female principals than male principals have a background in elementary education. Since Georgia only has one administrative certificate for all levels of administration, it is easy for someone with a high school background to become an elementary principal. This happens with regularity because of the shortage of males who are going into administration. For example, in this study, only 18 of the 116 teachers in the educational leadership program were male. A male principal, with a high school background, probably would not expect teachers to trust their ability since they have little or no experience at the elementary level. This could account for the difference in expectations.

Suggestions for Improving Levels of Openness and Trust

There are a number of things principals can do to improve levels of openness and trust. Principals need to spend more time listening to their teachers and encouraging them to give him/her feedback on a wide variety of items, e.g., allow teachers to evaluate the principal, have group meetings where faculty and administration can share how things are going and how they can be improved. The vision and mission of the school is often seldom discussed. For example, the lowest score (2.4) was on the behavior "Teachers tell the principal what they think of his/her values and beliefs." While educational experts agree that the vision a principal has for a school is very important, apparently it is seldom discussed.

Other suggestions deal with being predictable, keeping confidences, and showing teachers that you care about them. One of the easiest ways to show that you care is by listening to teachers. Kouzes and Posner (1993) stated that leaders have to stay open to others and that "Trust is maintained when people see that we are not 'know-it-alls' and are interested in learning from others" (p.262). Listening is an openness dimension that is a building block for trust. When a person listens to someone a message is conveyed that you value that person; and that you have time for them because they are important. In other words, you care about them. When people believe that you care the process of trusting is under way

One other suggestion that impacts the predictability dimension of trust is authenticity. Many leaders read publications that describe methods and strategies for improving management and leadership skills. As their style is adapted to the new methods, it is easy to lose authenticity.

While these skills may be useful, they cannot replace the need for teachers and administrators to live their lives with integrity. These "self-help" books provide an illusion of security for administrators and teachers as they apply the latest strategy or technique on unsuspecting teachers and students. These strategies and techniques become their "armor" to protect them from revealing their true lives. Living authentic lives is integral to deepening levels of openness and trust.

Leading and teaching with integrity comes first when administrators are open and honest with themselves and secondly when they are able to remove those barriers that keep them from being authentic and revealing themselves to others. This means that they must first examine their "fears" from which emerge obstacles to their living authentic lives. These obstacles may include their heavy reliance on methodology, strategy, and acting as if they are giving a performance (Goffman, 1959). Bolman and Deal (1995) in their book Leading with Soul, suggest that leadership first begins with a connection to the heart and not with management skills. The closer leaders are seen as being authentic and able to live in harmony with their moral and spiritual beliefs, the more they will be perceived as being open and trustworthy.

The current levels of openness and trust in our school systems could be a result of teachers and administrators who received no training in this area during their university preparation programs. Perhaps curriculum needs to be developed for graduate and undergraduate students? This was a conclusion reached by Bulach (1998) who described the effect of human relations training on selected leadership skills. It is possible that training of this type for an entire school faculty would create some bonding or feeling of community that would increase levels of openness and trust. Experiential training at the undergraduate and graduate level could provide students with the necessary skills enabling them to be more open and trusting as they enter the workforce. Training of this type was described by Bulach and Potter (1998) in their work with leadership assessment centers.

Conclusions

While there is little **disagreement** that levels of openness and trust are important for an effect organization, there is little **agreement** that they are present in the schools of Georgia. The data from this research clearly indicate that improvement is needed on these two constructs that affect an organization's culture and productivity. It is time that we stop talking about how important these are for an organization and do something about it. It is **"Time to walk the talk!" Principals need to listen to their teachers! There are teachers who can be trusted!**

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Table 1

The difference in expected and reported behaviors for the various dimensions of openness and trust.

Dimensions	N	M	SD	t-score	Probability
Reported Listening	119	3.02	.82	1.99	.049*
Expected Listening	119	3.15	.80		
Reported Telling	119	2.89	.92	1.52	.130
Expected Telling	119	2.99	.92		
Reported Character	119	3.36	.83	3.16	.002***
Expected Character	119	3.56	.63		
Reported Truth	119	3.81	.80	5.06	.000***
Expected Truth	119	4.17	.59		
Reported Ability	119	3.78	.59	4.66	.000***
Expected Ability	119	4.14	.59		
Reported Confidentiality	119	3.73	.64	.27	.787
Expected Confidentiality	119	3.74	.53		
Reported Predictability	119	3.57	.96	4.23	.000***
Expected Predictability	119	3.88	.74		

df = 118

Table 2

The effect of the sex of the **principal** on expected and reported behaviors for the various dimensions of openness and trust.

Dimensions	Sex	N	M	SD	t-score	Probability
Reported Listening	Male	45	14.8	3.8	.72	.473
	Female	71	15.3	4.3		
Expected Listening	Male	45	15.5	3.7	.31	.239
	Female	71	15.8	4.3		
Reported Telling	Male	45	19.9	5.7	.48	.769
	Female	71	20.5	6.9		
Expected Telling	Male	45	20.8	3.7	.64	.549
	Female	71	19.9	4.3		
Reported Character	Male	45	12.4	3.8	1.81	.073
	Female	71	11.6	4.3		
Expected Character	Male	45	11 .6	3.7	.18	.859
	Female	71	11.6	4.3		
Reported Truth	Male	45	14.6	3.2	1.70	.092
	Female	71	15.7	3.2		
Expected Truth	Male	45	16.1	2.2	.1.94	.055
	Female	71	17.0	2.5		
Reported Ability	Male	45	15.5	3.3	1.23	.221
	Female	71	14.6	4.2		
Expected Ability	Male	45	15.8	2.3	2.73	.007
	Female	71	17.0	2.2		
Reported Confidentiality	Male	45	9.9	2.0	1.03	.313
	Female	71	10.3	2.5		
Expected Confidentiality	Male	45	9.9	1.7	1.53	.129

	Female	71	10.3	1.9		
Reported Predictability	Male	45	10.3	2.6	1.07	.286
	Female	71	10.9	3.1		
Expected Predictability	Male	45	11.3	2.1	1.60	.112
	Female	71	11.9	2.3		
Reported Total	Male	45	93.7	19.0	1.63	.106
	Female	71	99.7	19.8		
Expected Total	Male	45	101.9	13.4	1.57	.120
	Female	71	105.9	14.5		

df = 115

Table 3

The effect of the sex of the **teacher** on expected and reported behaviors for the various dimensions of openness and trust.

Dimensions	**Sex**	**N**	**M**	**SD**	**t-score**	**Probability**
Reported Listening	Male	18	15.5	4.6	.28	.777
	Female	98	15.2	4.1		
Expected Listening	Male	18	16.8	5.3	1.13	.260
	Female	98	15.6	3.8		
Reported Telling	Male	18	19.9	5.7	.53	.594
	Female	98	20.5	6.9		
Expected Telling	Male	18	19.5	3.7	65	.520
	Female	98	19.9	4.3		
Reported Character	Male	18	12.6	2.0	1.33	.188
	Female	98	11.8	2.2		
Expected Character	Male	18	11.1	1.7	1.13	.260
	Female	98	11.7	1.9		

Reported Truth	Male	18	15.2	3.3	.24	.092
	Female	98	15.4	3.2		
Expected Truth	Male	18	16.7	3.3	.07	.940
	Female	98	16.8	3.2		
Reported Ability	Male	18	15.2	4.0	.09	.921
	Female	98	15.3	3.8		
Expected Ability	Male	18	16.5	3.0	.14	.886
	Female	98	16.6	2.2		
Reported Confidentiality	Male	18	10.8	2.6	1.09	.277
	Female	98	10.1	2.2		
Expected Confidentiality	Male	18	11.7	1.8	1.75	.082
	Female	98	10.8	1.9		
Reported Predictability	Male	18	10.7	3.4	.24	.814
	Female	98	10.8	2.8		
Expected Predictability	Male	18	11.7	3.0	.10	.921
	Female	98	11.8	2.0		
Reported Total	Male	18	99.6	18.3	.34	.738
	Female	98	97.9	19.7		
Expected Total	Male	18	105.2	14.7	.06	.953
	Female	98	105.0	13.8		

df = 115

A MEASURE OF GROUP OPENNESS AND TRUST

The group openness and trust scale (GOTS) has seven (7) subscales. They are: the telling and listening dimensions of the openness construct and the character, truthfulness, ability, confidentiality, and predictability dimensions of the trust construct.

Definitions of the two dimensions and the subscales which measure them are as follows:

TRUST = an interpersonal condition that exists when interpersonal relationships are characterized by an assured reliance or confident dependence on the character, ability, truthfulness, confidentiality and predictability of others in the group.

AVERAGE RESPONSE		
		CHARACTER
3.7	Items 14&44 =	Teachers question the principal's intentions and /or motives.
3.1	Items 15&45 =	Teachers control their reactions and or feelings to what the principal does and/or says.
3.2	Items 16&46 =	Teachers keep their distance from the principal.
3.8	Items 19&49 =	Teachers believe that the principal cares about them.
		ABILITY
3.8	Items 17&47 =	Teachers count on the principal for assistance.
3.95	Items 18&48 =	Teachers have faith in the principal's ability.
3.95	Items 27&57 =	Teachers respect the opinions of the principal.
3.95	Items 29&59 =	Teachers support the principal's ideas, decisions, and actions.
		TRUTHFULNESS
3.8	Items 13&43 =	Teachers believe what they hear the principal say.
4.15.	Items 24&54 =	Teachers believe that the principal is honest.
3.95	Items 25&55 =	Teachers count on the principal to do what s/he says s/he is going to do.
3.95	Items 26&56 =	Teachers tell the principal the truth when it needs to be told.

CONFIDENTIALITY

3.3	Items 21&51 =	Teachers tell the principal interesting information they know about someone.
3.8	Items 23&53 =	Teachers rely on the principal to keep a confidence.
4.0	Items 28&58 =	Teachers admit their mistakes and/or problems when necessary.

PREDICTABILITY

3.75	Items 20&50 =	Teachers deal with the principal directly when there is a problem.
3.95	Items 22&52 =	Teachers know that the principal will respond favorably in a given situation where their welfare is at stake.
3.5	Items 30&60 =	Teachers believe that the principal will behave consistently regardless of the problem, or his/her level of stress.

OPENNESS = is an interpersonal condition that exists between people when: (1) facts, ideas, values, beliefs, and feelings are readily transmitted; and (2) the recipient of a transmission is willing to listen to that transmission.

TELLING

2.6	Items 1&31 =	Teachers tell the principal what they think of the way s/he does things.
2.85	Items 2&32 =	Teachers tell the principal what they think of his/her ideas.
2.4	Items 3&33 =	Teachers tell others what you think of their beliefs, and values.
3.3	Items 4&34 =	Teachers express your feelings.
2.65	Items 10&40 =	Teachers disagree with others if you don't agree with what is being said or done.
3.85	Items 11&41 =	Teachers share positive thoughts with others instead of keeping it to yourself.
3.0	Items 12&42 =	Teachers share constructive criticism with the principal instead of keeping it tothemselves.

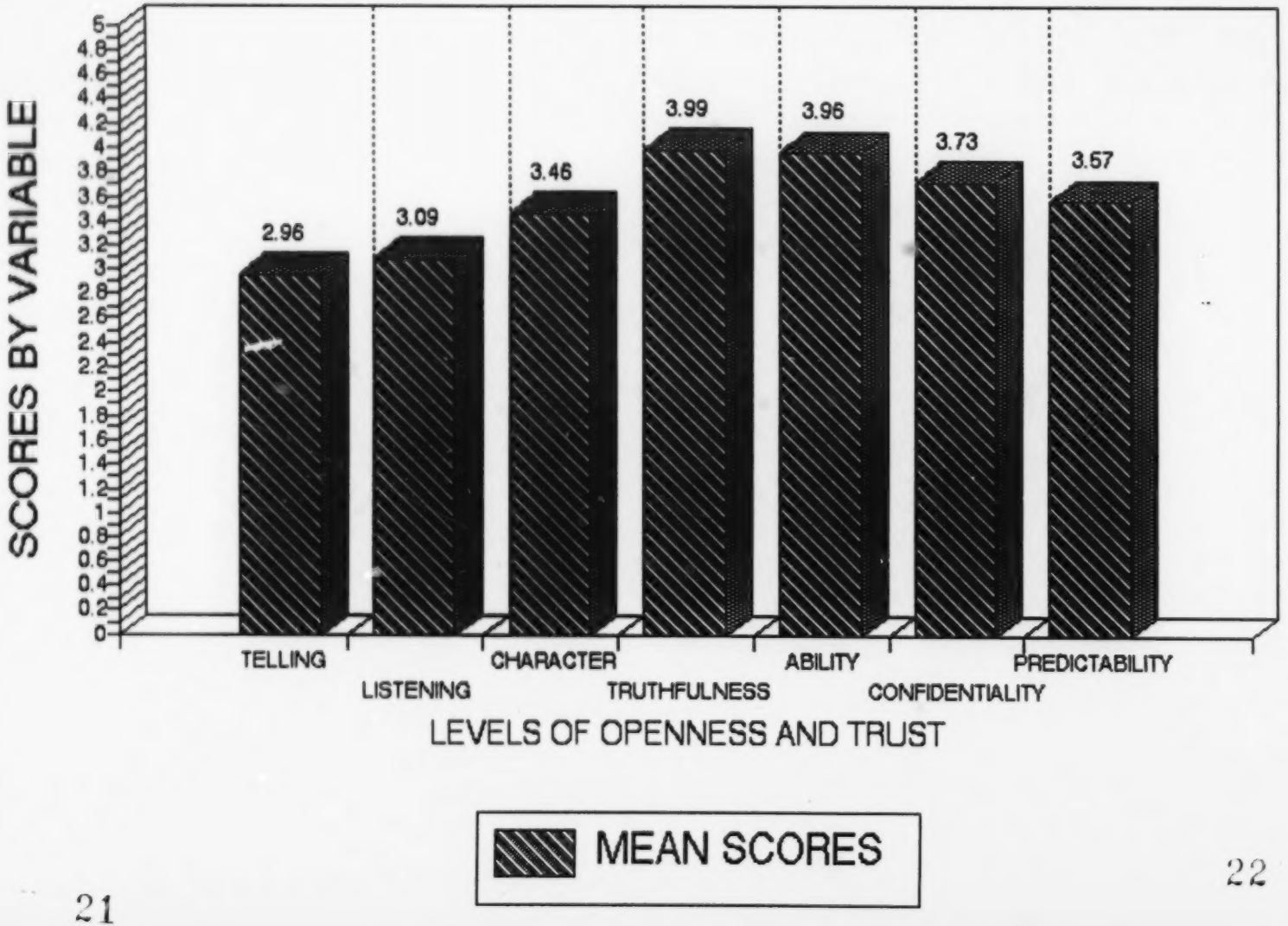
LISTENING

3.1	Items 5&35 =	Teachers ask the principal what s/he thinks about the way they do things.
3.1	Items 6&36 =	Teachers ask the principal what s/he thinks about their ideas.
2.7	Items 7&37 =	Teachers ask the principal what s/he thinks about their values and beliefs.
2.65	Items 8&38 =	Teachers ask the principal about his/her feelings.
3.9	Items 9&39 =	Teachers accept the principal's comments and reactions.

- **all underlined items are reverse scored**

PRINCIPAL AND TEACHER BEHAVIORS

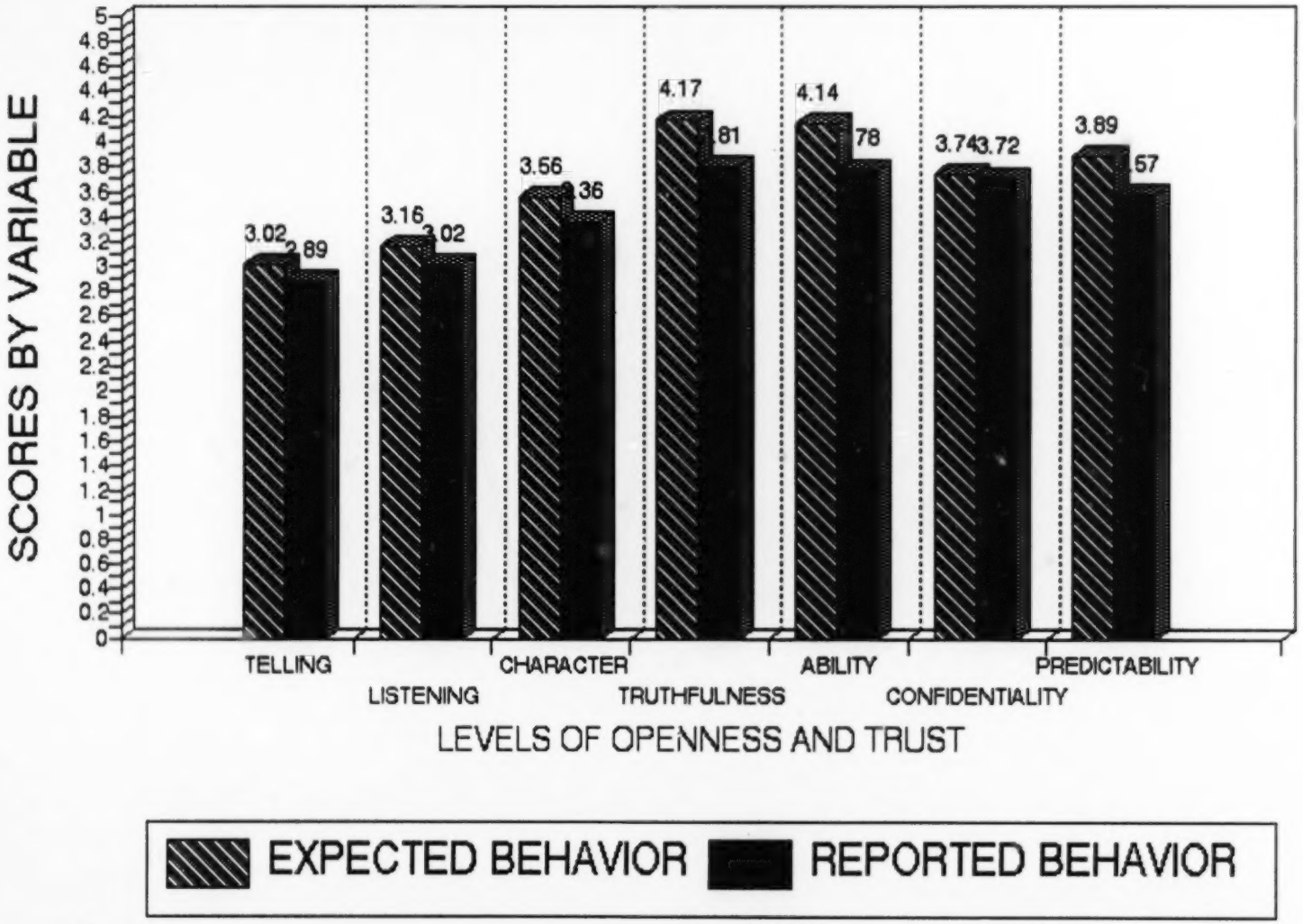
TEACHER PERCEPTIONS



APPENDIX B

PRINCIPAL AND TEACHER BEHAVIORS

TEACHER PERCEPTIONS



APPENDIX C